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ABSTRACT

This module on developing student leadership qualities is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) classifying approaches to the study of leadership; (2) classifying leadership styles; (3) identifying leadership characteristics and recognizing leadership potential in vocational students; and (4) developing vocational students' leadership potential into effective leadership. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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Common Core Curriculum
for Vocational Education

C-6

DEVELOPING STUDENT LEADERSHIP QUALITIES IN VOCATIONAL EDUCATION PROGRAMS

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Category C:

VOCATIONAL STUDENTS

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1978

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NATIONAL INSTITUTE OF EDUCATION

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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in Californica. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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TABLE OF CONTENTS

Module Objective. . . . . Page 1
Module Overview 1
Resource Materials for Completing the Activities in this Module . . 3
Lesson One: Classifying Approaches to the Study of Leadership. . . 4
a. Objective 4
b. Overview. 4
c. Suggested Activities. 4
d. Suggested Resources 5
Lesson Two: Classifying Leadership Styles. 6
a. Objective 6
b. Overview. 6
c. Suggested Activities. 7
d. Suggested Resources 7
Lesson Three: Identifying Leadership Characteristics and Recognizing Leadership Potential in Vocational Students . 9
a. Objective 9
b. Overview. 9
c. Suggested Activities. 9
d. Suggested Resources 10
Lesson Four: Developing Vocational Students' Leadership Potential into Effective Leadership 11
a. Objective 11
b. Overview. 11
c. Suggested Activities. 11
d. Suggested Resources 12
Module Pre/Posttest 13
Answer Key. 15

DEVELOPING EFFECTIVE STUDENT LEADERSHIP
IN VOCATIONAL EDUCATION PROGRAMS

Module Objective

Upon the satisfactory completion of this module, the student preparing to become a teacher of vocational subjects will be able to:

(1) Classify approaches to the study of leadership.

(2) Classify leadership styles.

(3) Identify leadership characteristics.

Module Overview

Who is a leader? The term has been defined in a variety of ways, typical of which is this definition: "A leader is the member with the top status (power position) in an organizational hierarchy."1/

Leadership involves the role relationships between the leader and other members of the group and outsiders with whom the group has significant relationships. The leader influences individual members and/or the group as a whole in shaping group goals, in striving to accomplish the established goals, and in evaluating the performance of the established goals. The leader also serves as spokesman for the group.

Expectations for the leader's performance in activities relevant to the group are higher than those for other group members. At the same time, the leader's role is limited by other role relations and by traditions of the group.

Historically, there have been various classifications of leadership approaches and styles. After establishing a background in these areas, this module will focus on leadership characteristics, a knowledge of which might assist in the recognition of leadership potential in vocational students and for the development of this potential into effective leadership that can be adapted to various situations.

1/ Muzafer Sherif and Carolyn W. Sherif. Social Psychology. New York: Harper and Row, Publishers, 1969, 70.

This module has been divided into four lessons:

(1) Classifying Approaches to the Study of Leadership

(2) Classifying Leadership Styles

(3) Identifying Leadership Characteristics and Recognizing Leadership Potential in Vocational Students

(4) Developing Vocational Students' Leadership Potential into Effective Leadership

In addition, modules titled "Assessing Students' Personal Characteristics" and "Student Organizations" have included related lessons.

Resource Materials for Completing the Activities in this Module

American Institutes for Research. "Seminar 2: Leadership Styles and Functions of the Curriculum Specialist in Vocational Education." Module for Vocational Education Curriculum Specialist. Palo Alto: American Institute for Research, 1976.

Biehler, Robert F. Psychology Applied to Teaching. (2nd ed.). Boston: Houghton-Mifflin Company, 1974.

California Five-Year Plan for Vocational Education: A Planning Process. Sacramento: California State Department of Education, 1977.

Fitch, Stanley K. Insights into Human Behavior. (2nd ed.). Boston: Holbrook Press, 1974.

"Future Homemakers of America Teacher Education Advisory Committee Position Statement: Future Homemakers of America in Home Economics Education." Washington, D. C.: National Future Homemakers of America Headquarters, 1975.

Hansen, James C.; Richard W. Warner; and Elsie M. Smith. Group Counseling: Theory & Process. Chicago: Rand McNally College Publishing Company, 1976.

Hersey, Paul, and Kenneth H. Blanchard. (2nd ed.). Management of Organizational Behavior Utilizing Human Resources. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Home Economics Instructional Materials Center, Texas Tech. University, Orientation to the World of Work. Part I. Austin, Texas: Texas Education Agency, Department of Vocational and Adult Education, 1971.

Law, Gordon F. Contemporary Concepts in Vocational Education. (First Yearbook). Washington, D. C.: The American Vocational Association, 1971.

Ohlsen, Merle M. Guidance Services in the Modern School. (2nd ed.). New York: Harcourt, Brace, Jovanovich, 1974.

Potter, George B. Human Relations at Work. Harbor City, California: The Martin Press, 1975.

"Recognition Events Guide," Sacramento: Bureau of Homemaking Education, California State Department of Education, 1976.

Schertzer, Bruce and Shelley C. Stone. Fundamentals of Guidance. (3rd ed.). Boston: Houghton-Mifflin, 1976.

Sprinthall, Richard C., and Norman A. Sprinthall. Educational Psychology: A Developmental Approach. Reading, Pennsylvania: Addison-Wesley, 1974.

DEVELOPING EFFECTIVE STUDENT LEADERSHIP IN VOCATIONAL EDUCATION PROGRAMS

Lesson One: Classifying Approaches to the Study of Leadership

Objective

Upon the satisfactory completion of this lesson, the student preparing to become a teacher of vocational subjects will be able to classify approaches to the study of leadership.

Overview

For many years, the most common approach to the study of leadership was a concentration on leadership traits *per se*. Inherent personal qualities--such as intelligence, physical appearance, and charisma--were felt to be traits possessed by those who were potential leaders. It was felt that only those who were identified as having these leadership traits should be trained as leaders. Their leadership traits were felt to be transferable from one situation to another. However, research has shown that no one personal trait or set of traits can be used to distinguish leaders from nonleaders. Thus, the trait approach to the study of leadership has given way to the situational approach.

Leadership is currently thought of as a dynamic process, varying from situation to situation with changes in leaders and followers. The focus in the situational approach to leadership is on observed behavior rather than on an inborn potential for leadership. Thus, it is believed that leaders emerge with the dictates of the situation. It is further believed that most people can increase their effectiveness in leadership roles through education, training, and development, adapting the most appropriate leadership behavior to given situations.

Suggested Activities

(1) For all lessons in this module, find a youth group in the community that you can work with as an assistant or aide. Make a plan for observing and working with one or two youths to develop leadership. Discuss your plans with your instructor and youth group advisor.

(2) As the progress check following Lesson Four, submit a paper detailing your observations and your feelings about youth activities in and out of classroom situations.

(3) Read the following selection:

Fitch, Stanley K. Insights into Human Behavior. (2nd ed.). Boston: Holbrook Press, 1974, 291-297.

(4) a. Read a short biography or autobiography of John F. Kennedy or some other notable leader whose reputation for personal qualities was recognized.

b. Read a short biography or autobiography of Gerald R. Ford or some other notable leader whose leadership emerged due to a situation.

c. Discuss with other students preparing to become teachers of vocational subjects and/or your instructor the two approaches to the study of leadership in relation to your readings.

(5) Discuss with other students preparing to become teachers of vocational subjects and/or your instructor the leadership roles of women and minorities in relation to the trait and situational approaches to the study of leadership.

(6) Discuss your ideas of how leaders emerge among young children with a parent of a young child.

Suggested Resources

Fitch, Stanley K. Insights into Human Behavior. (2nd ed.). Boston: Holbrook Press, 1974.

Upon successful completion of assigned activities, proceed to Lesson 2.

DEVELOPING EFFECTIVE STUDENT LEADERSHIP IN VOCATIONAL EDUCATION PROGRAMS

Lesson Two: Classifying Leadership Styles

Objective

Upon the satisfactory completion of this lesson, the student preparing to become a teacher of vocational subjects will be able to classify the various leadership styles.

Overview

Leadership styles have been influenced by administrative theories.

The dominant administrative theory of the early 1900's was a product of the Scientific Management Movement, whose chief theorist was Frederick Taylor. This theory suggested that increased productivity resulted from improvement in worker methods or techniques. Taylor initiated time-and-motion studies to analyze work tasks in order to improve performance. The function of the leader under Scientific Management was to set up and enforce performance criteria to meet organizational goals. The main focus was on the needs of the organization rather than on the needs of the individual.

During the late 1920's, Elton Mayo headed a team of researchers in conducting the famed Hawthorne Experiments (at the Hawthorne plant of Western Electric), which resulted in the Human Relations Movement. The Mayo theorists suggested that the real power centers within an organization are the interpersonal relationships that develop among workers. Management was to study these human relations and develop the organization around the workers. The function of the leader under the Human Relations theory was to facilitate cooperative goal attainment among followers while providing opportunities for their personal growth and development. The main focus was on the individual needs rather than on the needs of the organization.

The two movements emphasized opposite concerns; the Scientific Management Movement emphasized concern for tasks and the Human Relations Movement emphasized concern for people.

The concern for tasks is characteristic of the authoritarian leader who tells followers what to do and how to do it while a concern for people is characteristic of the democratic leader who shares responsibilities with followers by involving them in the planning and doing. The differences in the two styles of leader behavior are based on assumptions the leader makes about the source of his/her power and human nature. To the authoritarian

leader, power comes from the position he/she occupies; followers are innately lazy and unreliable (Theory X). To the democratic leader, power is granted by the group; followers can be self-directed if properly motivated (Theory Y).

These are the two extremes in style; there are many styles between the extremes. Sometimes this continuum is extended beyond democratic leader behavior to include a laissez-faire atmosphere which permits the followers to do whatever they want to do. However, this atmosphere is generally considered to reflect an absence of leadership.

Research findings indicate that leadership styles vary from leader to leader, with a different "mix" of authoritarian and democratic styles among effective leaders in various situations and with various followers.

Suggested Activities

(1) Read the following selection:

Fitch, Stanley K. Insights Into Human Behavior. (2nd ed.). Boston: Holbrook Press, 1974, 297-302.

(2) a. Think of your experiences with a school or community organization leader who was authoritarian in leading that organization. Then think of your experiences with a school or community organization leader who was democratic in leading that organization.

b. List two advantages and two disadvantages of the authoritarian leadership style and two advantages and two disadvantages of the democratic leadership style.

(3) a. List two types of followers who would prefer the authoritarian leadership style.

b. List two types of followers who would prefer the democratic leadership style.

(4) Observe leaders in three different situations and describe the styles of leadership observed.

Suggested Resources

American Institute for Research. "Seminar 2: Leadership Styles and Functions of the Curriculum Specialist in Vocational Education." Module for Vocational Education Curriculum Specialist. Palo Alto: American Institue for Research, 1976.

Fitch, Stanley K. Insights Into Human Behavior. (2nd ed.). Boston: Holbrook Press, 1974.

Hersey, Paul and Kenneth H Blanchard. (2nd ed.). Management of Organizational Behavior Utilizing Human Resources. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Upon successful completion of assigned activities, proceed to Lesson 3.

DEVELOPING EFFECTIVE STUDENT LEADERSHIP IN VOCATIONAL EDUCATION PROGRAMS

Lesson Three: Identifying Leadership Characteristics and Recognizing Leadership Potential in Vocational Students

Objective

Upon the satisfactory completion of this lesson, the student preparing to become a teacher of vocational subjects will be able to (1) identify leadership characteristics and (2) recognize leadership potential in vocational students.

Overview

Research shows that people who have been leaders in one kind of situation tend to emerge as leaders in other kinds of situations. Their personal leadership characteristics are important factors in leader-follower relationships, but these characteristics must be assessed in relation to the potential in a specific setting which elicits the leadership role from him/her.

Suggested Activities

(1) Read the following selection:

Fitch, Stanley K. Insights Into Human Behavior. (2nd ed.). Boston: Holbrook Press, 1974, 292-294.

(2) a. Contact the Testing Center of your school and ask them to administer a test to you which measures leadership characteristics.

b. Discuss your test results with Testing Center personnel and/or counselors and/or vocational teachers.

c. State in writing how an identification of your own leadership characteristics permits you to help others identify their leadership characteristics.

(3) a. List your strong, average, and weak leadership characteristics.

b. Ask a friend to list your strong, average, and weak leadership characteristics.

c. Compare the two lists and discuss your comprisons with your friend.

(4) a. Compare the Testing Center test results and discussion with lists and discussion made by you and your friend.

b. Under what situations and with what followers would your leadership characteristics most likely be effective?

Suggested Resources

Fitch, Stanley K. Insights Into Human Behavior. (2nd ed.). Boston: Holbrook Press, 1974.

Upon successful completion of assigned activities, proceed to Lesson 4.

DEVELOPING EFFECTIVE STUDENT LEADERSHIP
IN VOCATIONAL EDUCATION PROGRAMS

Lesson Four: Developing Vocational Students' Leadership Potential into Effective Leadership

Objective

Upon the satisfactory completion of this lesson, the student preparing to become a teacher of vocational subjects will be able to develop vocational students' leadership potential into effective leadership.

Overview

An effective leader possesses a number of personal characteristics, one of which is the ability to adapt his/her style to various situations and followers. Certain personal experiences are necessary in order to develop leadership qualities. The activities in this lesson will provide students with an opportunity to develop their own leadership potential.

Suggested Activities

(1) a. Videotape a three-minute speech on any topic of your choice (you may use an outline on note cards) and play it back so you can evaluate the degree of ease with which you convey ideas to others.

b. Make adjustments based on your evaluation of your presentation and retape the speech. Play it back for evaluation purposes.

(2) Read the chapter on "Vocational Youth Clubs and the Learning Experience" in: Law, Gordon F. Contemporary Concepts in Vocational Education. (First Yearbook). Washington, D. C.: The American Vocational Association, 1971, 38-41.

(3) Interview the officers of a vocational student organization (FFA, FHA-HERO, VICA, FBLA, DECA), asking them to identify the opportunities within their vocational student organization for development of leadership potential and what leadership characteristics they feel they have developed through their membership and participation in the vocational student organization. Ask members of the organization why they elected a particular student for president. How did this person differ from others that were willing to serve?

(4) Plan the agenda for a half-day leadership-training conference for officers of a vocational student organization in your specific vocational area. Submit the plan for review by your instructor.

(5) Lead a discussion of students preparing to become teachers of vocational subjects about the various opportunities for developing vocational students' leadership potential into effective leadership.

(6) Discuss with others preparing to become teachers of vocational subjects the differences in leadership styles in a situation where a vocational student organization had just been formed with 15 members and where a vocational student organization had been long-established with 50 members.

Suggested Resources

California Association FHA-HERO. "Recognition Events Guide," Sacramento: Bureau of Homemaking Education, State Department of Education, 1976.

"Future Homemakers of America Teacher Education Advisory Committee Position Statement: Future Homemakers of America In Home Economics Education." Washington, D. C.: Future Homemakers of America National Headquarters, 1975.

Law, Gordon F. Contemporary Concepts in Vocational Education. (First Yearbook). Washington, D. C.: The American Vocational Association, 1971.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

DEVELOPING EFFECTIVE STUDENT LEADERSHIP
IN VOCATIONAL EDUCATION PROGRAMS

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student:	This pre/posttest is designed to assess your knowledge of developing effective student leadership in vocational education programs. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. Define leader and leadership.

2. Differentiate between the trait and situational approaches to the study of leadership.

3. List a notable leader who typifies the trait approach and a notable leader who typifies the stiuational approach to the study of leadership and defend your choices.

4. Differentiate between authoritarian, democratic, and laissez faire leadership styles and describe how each originated.

Pre/posttest (continued)

5. Under what circumstances would the authoritarian leadership style be most effective? Under what circumstances would the democratic leadership style probably be most effective?

6. List approximately ten leadership characteristics which are often cited as being important factors in leader-follower relationships.

7. Define effective leadership in relation to its adaptability to various situations and various followers.

8. How do vocational student organizations provide opportunities for the development of leadership potential?

9. What might be the topics considered in a half-day leadership training conference?

Return this test to your instructor.

DEVELOPING EFFECTIVE STUDENT LEADERSHIP
IN VOCATIONAL EDUCATION PROGRAMS

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1,4) A leader is the member with the top status in an organizational hierarchy. He/she influences the group in shaping its goals, in striving to accomplish the established goals, and in evaluating the effectiveness of performance of the established goals. The leader also speaks for the group. The leader is expected to perform in a more exemplary manner than any other member of the group. At the same time, the leader is limited by other role relations and traditions of the group.

2. (L1) The trait approach to the study of leadership was most common for many years. It was felt that some people were born leaders and others were born nonleaders; that is, some possessed inherent qualities of leadership while others lacked these qualities. Only those who possessed these traits of leadership should be trained as leaders.

The situational approach to the study of leadership replaced the trait approach because research had shown that no one trait or set of traits could be found to characterize leaders and separate them from nonleaders in all situations. The situational approach recognizes that various leaders emerge in various situations and that people can increase their leadership capabilities for given situations and followers through education, training, and development.

3. (L1) The answer will vary from individual to individual. A possible answer would be John F. Kennedy as typical of the trait approach and Gerald R. Ford as typical of the situational approach.

4. (L2) The authoritarian style is characterized by a leader who feels that his/her leadership power comes from the position occupied. This leader feels that he/she must tell followers what to do and how to do it because followers are innately lazy and unreliable.

The democratic leadership style is characterized by a leader who feels that his/her leadership power is granted by the group;

Pre/posttest Answer Key (continued)

this leader feels that followers can be self-directed if properly motivated in sharing responsibilities.

The laissez faire style provides an atmosphere where there may be no leader or followers; group members do whatever they wish.

5. (L2) The authoritarian leadership style would be most effective under conditions where it is imperative to accomplish a great deal in a limited amount of time and where the individual members of the group had been previously subjected to this style.

The democratic leadership style would be most effective under conditions where the tasks could best be accomplished by group cohesiveness and where the group would be likely to remain together for a great amount of time so that it would be possible and important to develop the potential of group members. For example, trainees in a management training program might perform well under a democratic leader who would share responsibility with them so that they would be ready to assume greater responsibilities.

6. (L3) The answer might include the following:

Intelligence
Emotional stability
Positive self-concept
Respect for others
Empathy
Feeling of ease among subordinates
Sociability
Integrity
Enthusiasm
Energy
Adaptability

Others

7. (L4) Effective leadership is not a one-time performance; it is more than successfully accomplishing established goals. It is also ongoing; that is, it sets the stage for shaping goals and accomplishing established goals.

An effective leader possesses characteristics developed through education and training.

8. (L4) Vocational student organizations give individuals positions as officers and as committee chairpersons. In carrying out their functions as elected or selected leaders, they gain the experience, confidence, education, and training to develop their leadership potential.

Pre/posttest Answer Key (continued)

9. (L4) The answer might include the following:

Organizational techniques
Delegation of responsibility techniques
Coordination techniques
Parliamentary procedure
Public speaking
Human relations
Time management techniques
Orientation and training of followers
Orientation to the purposes of the organization

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education